

Curriculum Overview

Our curriculum focusses on the development of basic skills, providing children with a range of stimulating and exciting learning experiences.

Through our teaching we aim to:

- enable children to become confident, resourceful, enquiring and independent learners;
- foster children's self-esteem and help them build positive relationships with other people;
- develop children's self-respect and encourage children to respect the ideas, attitudes, values and feelings of others;
- show respect for all cultures and, in so doing, to promote positive attitudes towards other people;
- enable children to understand their community and help them feel valued as part of this community;
- help children grow into reliable, independent and positive citizens for the 21st century

Curriculum Information

The Foundation Stage

Children in the Nursery (FS1) and Reception (FS2) classes access the Early Years Foundation Stage Curriculum. They engage in learning that is primarily through first hand experiences. The Foundation Curriculum has seven areas of learning. These are: Personal, Social and Emotional Development; Communication and Language; Literacy; Physical Development; Mathematics, Expressive Arts; and Understanding the World.

The children's progress is regularly assessed by observational assessment so that staff can plan effectively to support the development of each of the children.

Personal, Social and Emotional Development is vital in the Foundation Stage. We support the children in making relationships, building their self-confidence and in managing their feelings and behaviour. This is part of everyday learning but we teach specific skills in circle time.

Children access phonics daily and use the Read Write Inc programme. Children are taught in small groups appropriate to their level of development. By the end of the foundation stage, many children can blend simple words and read simple sentences. In literacy, children apply these skills in an environment rich in language. Activities include role play, drama, small world activities and the reading area. There is a balance between adult and child led learning with the indoors and outdoors used equally to support learning. Children use their phonic skills when learning to read and write. They are supported in small groups in order to develop their basic skills and learn to label pictures, write simple sentences and make lists.

In Physical Development, children learn to move with control and coordination; to balance and climb; to move with agility and self-expression. They learn to hold one-handed tools such as paint brushes and scissors with control and to hold and manipulate a pencil with care. They also are supported in managing their own personal hygiene and are taught what they need to do to stay fit and healthy

Mathematics in the early years focuses on practical skills-for example: counting, ordering, addition and subtraction, doubling, halving and sharing. In the Shape, Space and Measures element there is also an emphasis on play based learning-for example : using simple shapes, measuring and weighing, filling and emptying, whilst using the correct language to describe and compare.

Children are given the opportunity to use their skills imaginatively in Expressive Arts and Design. They are given the opportunity to explore and use media and materials such as paint, clay and construction equipment.

Children are also encouraged to be imaginative in areas such as role play, art and dance.

In Understanding the World, children are encouraged to be curious and explore natural materials and learn about living things and compare different places. They learn about technology, using computers and programmable toys and the wider application of technology in everyday life. Moreover they learn about people and communities; how they are different or similar to their friends and they learn about and celebrate other cultures.

Children in the Foundation Stage engage in high quality learning experiences both indoors and outdoors.

Key Stage One & Two

We follow the National Curriculum, which is skills based and appropriate for the age of the children. Our curriculum is topic based, encouraging cross-curricular links between the subjects. Each topic is planned to engage and stimulate the children's curiosity and interest through a variety of activities where children learn and apply new skills. There are also learning opportunities provided through out of school trips and visitors.

English

We aim to provide opportunities for learning that develop the children's ability to become effective communicators through skills such as listening, speaking, reading and writing and phonics. The teaching of Literacy is also done through the topics the children are learning to make it creative, fun and meaningful.

At Weelsby Academy we aim to immerse children in a rich reading environment and to give them the opportunity to explore a wide range of quality texts. This provision supports phonics, word recognition, comprehension and vocabulary development.

Alongside the teaching of phonics, there is also an important focus on comprehension and reading for enjoyment in our school. To encourage this, a variety of books are available to pupils of all ages. Other methods we use to support children in learning to read include e.g. looking at pictures, considering the context, reading ahead, and looking at word shape. At Weelsby Academy we use the Read, Write, Inc. phonics programme and children will work at developing their phonic skills in both Foundation Stage and KS1. 'Talk for Writing' is used to teach writing. Children are introduced to different texts. They internalise the language and go through three stages: imitation, innovation and independent application.

Mathematics

We provide opportunities for children to make sense of maths and enjoy investigating numbers and solving problems and to develop the children's mathematical understanding and confidence. Children also learn to apply these number concepts, interpret data, study shape and space and explore measurement through practical investigations and problem solving activities.

Maths at Weelsby Academy follows the Same Day Intervention model. This consists of two distinct phases:

Main Input: The main input lasts for around 40 minutes. This is based on the 'teach-practise' model, where basic and age related skills are demonstrated by the teacher before being completed on whiteboards using their mixed-ability talking partners by the children. At the end of this session, the children complete a short "diagnostic task". This task comprises of a small number of basic fluency questions based at Age Related Expectations, leading towards a question with a little more reasoning (using and applying the skills they have just been taught).

After this session, the class go to assembly with the Teaching Assistant, while the teacher marks the morning's work. This identifies the groups for the SDI, and lasts for approximately 15 minutes.

SDI: During the same day intervention, pupils who fully achieved the age related expectation are given related tasks to further embed their understanding. Those that need extra support work with the class teacher in a

guided group, and can also be supported by the Teaching Assistant. This lasts for approximately 20 minutes. During their independent tasks, children who are 'green' are able to Fast-Track by self-marking their work in order to move on to the deeper learning tasks (Gold). Our aim is to get as many children as possible to the Gold level.

Science

At Weelsby Academy we foster the children's natural curiosity and help them to develop an understanding of themselves and the world around them. We aim to develop their scientific knowledge, by means of exploration, questioning and investigation and provide opportunities for them to communicate and reflect upon their ideas in a variety of ways instilling an awareness of how science relates to their everyday lives

Physical Education

Physical education comprises of Dance, Games and Gymnastics. Children are involved in the process of planning, performing and evaluating their performance. Health related exercise is also part of this curriculum. Children learn about the changes that occur to their bodies as they exercise and the importance of a healthy and active lifestyle. In Year 4 all children receive two weeks of swimming tuition.

Computing

Computing is taught as a discreet subject but it also supports learning and teaching across the curriculum. There are interactive whiteboards in each classroom and children have access to laptops and I pads. The school is well resourced with appropriate hardware and software. The school also has Internet provision with an appropriate educational filtered system being used.

History

History develops the children's understanding of the past. We aim to develop their curiosity about historical events and the achievements of some of the people who lived in the past. This enables the children to learn how past events influence their lives today. Children learn about the changes in their own lives, their families and about the changes in their local environment.

Geography

We aim to stimulate children's interest in their surroundings and in the variety of human and physical conditions on the Earth's surface. Children have the opportunity to study weather, landscapes and map work. They will also gain an understanding of people and places in more distant areas, so they can begin to realise the great and rich variety of our world. We also aim to help children to begin to develop an informed sense of responsibility about the quality of their immediate environment.

Art

Art is an integral part of our school curriculum. It is used as a stimulus, creative responses for topics, and to illustrate work children have done in other subjects. The children learn both practical skills, and knowledge and understanding of art. Knowledge and understanding allows the children to reflect on their own and others work. They learn about other artists and genres. Children have the opportunity to experiment with a variety of media or learn about specific skills and techniques. The range includes sculpture, printing, painting, drawing, textiles and clay.

Music

From an early age children experience music in various forms; for example – nursery rhymes, background music, songs and games. We aim, in school, to nurture and build on these experiences in order to develop an understanding and enjoyment of music. Children are given opportunities to sing, play a variety of simple percussion instruments, explore sounds, compose, perform and listen to music from a range of times and cultures.

Design and Technology

Children learn how to think imaginatively, and talk about what they like and dislike when designing and making. They build on the experience gained in the Early Years through investigation and play. They explore how familiar things are designed and how they work. They talk about, draw and model their ideas. The children learn how to use tools safely, to use I.C.T. as part of their design and making and to consider the health and safety aspects of food technology.

Religious Education

The school follows the agreed local East Riding, North Lincs and North East Lincs Lincs Agreed syllabus which encourages children to respect the religious, spiritual and moral values of others and to consider thoughtfully their own values and beliefs. The teaching of Religious Education in this academy is non-denominational. It is informing children about world religions and is not about imparting a faith. Although based mainly on Christian beliefs, other world religions are studied so children develop a greater understanding of other cultures and global diversity. All the children share a collective worship time each day.

Parents have the right to withdraw their child from the teaching of Religious Education. If this is the case then they are asked to contact the Principal.

Spiritual, Moral, Social and Cultural Understanding

All pupils have planned opportunities to explore beliefs and experience; recognise right and wrong; understand consequences; use social skills in different contexts; work well with others; understand how to stay safe through planned learning opportunities; appreciate cultural influences; participate in culture opportunities; understand, accept, respect and celebrate diversity.

Assessment

Assessment of your child is an integral part of teaching. It is used to identify the next steps in learning and is used to monitor the progress that children make. Assessment is about informed observation, monitoring of work and effective questioning which enables us to note what your child can do and what they need to do next. Children are also engaged in self- assessment at an age-appropriate level, so that they can explain what they have done well and how they can improve their work even more.

Children are also assessed in line with statutory requirements. An Early Years Foundation Stage Profile is completed at the end of their Reception year and Statutory Assessment Tests are administered at the end of Year 2 & 6. Phonics screening also takes place at the end of Year 1.

Open evenings are held termly, when your child's achievements and targets for improvement will be shared with you.

Sex and Relationship Education

This is included as part of Science and Health Education topics in school and is introduced informally where it is felt there is a natural link with other parts of the curriculum. Any questions that may be asked by the children are answered in an honest and sensitive way appropriate to the age of the child. In year 5 & 6 more formalised sessions are taught to allow the pupils to understand the changes they are going through. A copy of the schools SRE policy is available to download in the policy section of the website.

Long Term Topic Overview 2017-2018

Nursery

Term	Title	Focus
Autumn 1	How many colours in a rainbow?	
Autumn 2	Why do leaves go crispy?	
Spring 1	Where does snow go?	
Spring 2	Are eggs alive?	
Summer 1	Did dragons exist?	
Summer 2	Can we explore it?	

Reception

Term	Title	Focus
Autumn 1	Who lives in a rockpool?	
Autumn 2	Why do squirrels hide their nuts?	
Spring 1	What happens when I fall asleep?	
Spring 2	Are we there yet?	
Summer 1	Will you read me a story?	
Summer 2	Why do ladybirds have spots?	

Year 1

Term	Title	Focus
Autumn 1	Dinosaur planet	History
Autumn 2	Moon Zoom	Geography
Spring 1	Superheroes	D&T
Spring 2	Paws, claws and whiskers	Science
Summer 1	The enchanted woodland	Science
Summer 2	Rio de Vida	Music

Year 2

Term	Title	Focus
Autumn 1	Bounce	Science
Autumn 2	Muck, Mess and Mixtures	Art and Design
Spring 1	Land Ahoy!	History
Spring 2	Street Detectives	Geography
Summer 1	Tower, Tunnels and Turrets	History
Summer 2	Wriggle and Crawl	Science

Year 3/4 - Cycle B

Term	Title	Focus
Autumn 1	Scrumdiddlyumptious	D&T
Autumn 2	Tremors	Geography
Spring 1	Gods and Mortals	History
Spring 2	Heroes and Villians	Music
Summer 1	Tribal Tales	History
Summer 2	Flow	Geography

Year 5/6 Cycle B

Term	Title	Focus
Autumn 1	A Child's War	History
Autumn 2	Gallery Rebels	Art and Design
Spring 1	Frozen Kingdom	Geography
Spring 2	ID	Science
Summer 1	Hola Mexico!	Music
Summer 2	Darwin's Delights	Science